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TITLE PREP [Pre-Discharge Education Program], Longview Community College-Richards Gebaur Air Force Base, Missouri.

INSTITUTION Longview Community Coll., Lee's Summit, Mo.

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NOTE 8p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

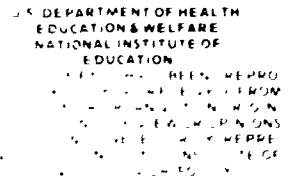
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DESCRIPTORS *Effective Teaching; High School Equivalency Programs; Language Skills; Mathematics Instruction; Military Personnel; Noncredit Courses; Postsecondary Education; *Reading Instruction; *Reading Programs; *Reading Skills; *Study Skills

IDENTIFIERS *Effective Reading Programs; Right to Read

ABSTRACT

One of the programs included in "Effective Reading Programs..." the Pre-Discharge Education Program (PREP), annually serving 100 Air Force personnel who want to refresh their skills before entering college or to obtain a state certificate of high school equivalency, offers noncredit preparatory training to service personnel. Begun in 1972, the program offers courses that encompass reading, college preparatory writing, math-algebra, and study skills, and also provides assistance to students in determining their aptitudes and vocational interests. When students enter the reading courses, they are tested to determine reading speed and rate of comprehension. Each student is assigned individual work in appropriate commercial reading programs to increase skills in reading for ideas, interpreting written materials, and taking tests. Written work is assigned to improve the student's vocabulary, spelling, dictionary use, and pronunciation. Instructors provide students with continuous feedback at each session, emphasizing success rather than penalizing failures. The program is offered three times a year in three-month sessions. (TO/AIR)



Program Objectives and Evaluation Activities:

1. To assist participants to learn required skills. The activities related to this objective include continuous individual and group monitoring, and instructional activities which re-emphasize reinforcement or failure.

2. To assess each participant's educational and vocational interest status and to prescribe specific learning objectives.

A comprehensive assessment battery of skill levels are administered and the findings interpreted to participants. Learning objectives, in turn, are prescribed. Follow-up testing is done and surveys, as well, to be sure if individual program goals have been attained.

In continuation of initial recruitment efforts, program applicants are screened by the following tests:

Reading Test - Briggs Diagnostic Reading Test Form 2;
Melick-Derry Form 1

Writing Test - McGraw-Hill Form 1

Math Test - McGraw-Hill Form 1

Self-Concept Scale Form 1 - McGraw-Hill Form 1

For applicants who are accepted into the following vocational training program:

Reading Test - Briggs Diagnostic Reading Test Form 2;
Melick-Derry Form 1

Writing Test - McGraw-Hill Form 1

Math Test - McGraw-Hill Form 1

Self-Concept Scale Form 1 - McGraw-Hill Form 1

3. To provide an individual counseling program to participants who have not identified their vocational interests.

Initially, the participants are assessed, through counseling interviews, regarding the clarity of their vocational interests. The Psychology and Career Reviews course then serves as the basis for assisting students in the decision making process.

4. To assist in the development of study skills.

The students who are weak in specific study skills and related habits receive assistance in the College Prep Study Skills course. This includes practice in taking lecture and textbook notes; techniques of taking examinations; and, generally skills important to success in college.

5. To provide instruction directed toward the development of skills in English, mathematics, and reading.

Remedial and individual instruction is offered to students who demonstrate deficiencies in the various study areas. Emphasis is on highly individualized instructional materials in order to attack specific learning deficiencies. These deficiencies are identified and prescribed for remediation by the staff on an off campus.

6. To provide career counseling to students who are prepared.

Students who are prepared for college include students who have completed the College Prep Study Skills and Psychology-Career Reviews course, and students who are already working with individual counselors according to their vocational interests.

7. The project is reviewed by all participants and a final report is made available to all participants at the completion of the program.

The project is designed to provide a place where service and a wide effort can be made to provide the opportunity to attend college or to learn about it toward educational goals. The additional information library is used by the college and the home, plus the service of the project, are made available to the students.

Facilities

The project is located at Edwards-Walker Air Force Base. The facilities are as follows:

1. The classroom which accommodates approximately twenty students each.
2. An audio-visual lab containing study materials, reading materials, tape recorders and film equipment, including projectors and screens.
3. The staff includes the project director, secretary, and teachers.

The project is designed to be a place where the relationship of the instructor and the student is a staff level one among participants, the classroom, and the staff level one among participants and the project director.

Instructional Materials Staff

The project is designed to be a place where the project is the following basis:

1. Instructional Materials Staff
2. Instructional Materials Staff
3. Instructional Materials Staff
4. Instructional Materials Staff
5. Instructional Materials Staff
6. Instructional Materials Staff

Punctuation, spelling and word usage, together with sentence structure, are stressed to teach the students enrolled to write clear, concise, coherent sentences. In turn, sentences are arranged into paragraphs and essays to logically and coherently express the writer's ideas. Emphasis is placed on purpose, organization, development, and clear-thinking.

Mathematics: Mathematics and Algebraic Operations.

The mathematics classes are structured to meet needs through a combination of individualized and group instruction. Depending upon objectives, students select from the following topics:

1. General problem solving (fractions, decimals, and practical application)
2. A basic course in algebra where the student will gain facility in applying algebra concepts and skills in working with fundamental operations, factoring, equations, graphs, exponents and radicals, and other algebraic functions.
3. GEI preparation.
4. CLEP preparation.

Psychology: General Career Planning

The Psychology class has two functions: to help individuals find suitable vocations and to give an overview of the field of psychology.

Students are given a battery of tests, including: mechanical ability, vocational interest survey, aptitude questionnaires, personality tests, and other devices to aid the student to wisely select a career field. Information on job descriptions and opportunities are made available. In addition, individual and group counseling is conducted to aid in vocational choice and to enable each student to define educational goals and personal life objectives.

Study Skills

This course trains the skills necessary for success in college work. To achieve this goal emphasis is placed on the mastery of the S-S-F technique as applied to: various types of texts; college level lecturing; and, finally, techniques of taking objective and essay type examinations. In addition, attention is given to study techniques for different subjects, term paper research and writing, efficient study schedules, learning theories, and general reading and vocabulary improvement.